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Be Prepared!

By BIRDINE PETERSON

TIME and again teachers face frankly the question: How can I best fulfill my sacred task that my pupils "may grow in the grace and knowledge of our Lord and Saviour, Jesus Christ?" One of the most important answers to this question is careful and prayerful lesson preparation.

Lack of preparation is a serious fault. It wastes valuable teaching time, causes loss of respect for the church school and results in lost opportunities to help the pupils grow in Christian life.

On the other hand, diligent lesson preparation gets us off to a good start; it holds the interest of the pupils and offers unlimited opportunities for helping our pupils grow into a vital, living, personal fellowship with the triune God.

Following is a set of rules that may well be used as a guide in making adequate lesson preparation:

1. *Always begin the lesson preparation with prayer.* Pray for the pupils in the class that they "might hold fast to the pattern of sound words which (they) have heard from (you) in faith and love in Christ Jesus." Pray for the guidance of the Holy Spirit that you may teach aright. "We kneel how weak; we rise how full of power!"

2. *Read next Sunday's lesson on Sunday afternoon or not later than Monday.* Planning a lesson is comparable to planning a business trip. As soon as one knows he is going, he defines his purpose and plans his route, his materials and his contacts. He has all of these determined in general before making his detailed plans and carrying them out. Thinking about the lesson *early* in the week will make

final planning and teaching much easier and more effective.

3. *Determine the best time for lesson preparation.* Decide upon specific study periods; place them in your weekly time schedule and adhere rigorously to them. It is just as important to plan a specific time for lesson preparation as to organize other work.

4. *Know the aims of the lesson.* For each lesson, as well as for each unit of study, there are definite aims or purposes to be accomplished. Be sure you know these aims together with the seven major desired outcomes listed on page 4 of every Teacher's Guide. Keep these aims uppermost in your mind during both the lesson preparation and the class session.

5. *Make diligent use of the Bible, the Study Book and the Teacher's Guide in preparing the lesson.* These are the *minimum* essentials. Even though the Biblical background for the teacher covers several chapters, it must be studied industriously. Biblical resource material is imperative to good teaching. Psychologists inform us that a person can teach only one-tenth of what he knows concerning a given subject. In other words, your knowledge of the lesson must be ten times greater than the amount you can actually impart to the pupils.

The Teacher's Guide offers helpful suggestions for the teacher. Of course, the plan in the Guide can not be used in its entirety, but must be adapted to the needs and condition of the class.

It is wise to fill in all the blanks and to answer all the questions in the Study Book when preparing the lesson. (If an answer has ever "slipped your mind" during the class session you'll know exactly the reason for this suggestion!)

Other helpful materials for the teacher's preparation include a Bible Dictionary, a concordance, a commentary, the Catechism, the Hymnal and resource books relevant to the lesson for the day.

6. *Make a Lesson Plan.* Both beginning and experienced teachers need an outline to follow in teaching a lesson. A good lesson plan will include (1) Aims—what the pupils should gain from the lesson; (2) Introduction—how the interest of the class is to be focused; (3) Presentation—how the main theme of the lesson is to be brought out; (4) Development—what important points are to be studied, and how; (5) Generalizations—what major ideas are to

Turn to page 28

Sunday School Money

IF it is true, as we say so often, that the boys and girls of today are the men and women of tomorrow, then it follows that Sunday-school givers of today are the church givers of tomorrow. In other words, the Sunday school holds the key to church stewardship in the future.

Granted that it is important to train children and young people in the giving of money for church purposes, the work of training them still remains.

Two principles are of primary importance in this. First, each pupil should be informed about causes for which his money is needed and have some opportunity to choose the ones for which his gifts are to be used. Officers of the school make a mistake when they undertake to do all the deciding on this point. Let the pupils in on it, not only because it is fair, but also because there is an educational value in learning about causes and going through the process of deciding that here is something that I want to help support. If the pupil is robbed of this chance of learning and choosing, giving in Sunday school and church may easily become a routine affair with little meaning and no real commitment of life purposes.

A second principle is also important: let each pupil, as far as it is possible, give something that is actually his own to give or keep, rather than money that has been handed him for the purpose. In the latter case he becomes only a carrier of money, not a real giver of it. A nickel that the pupil has earned, and that really is his to spend as he pleases, represents more actual stewardship than the dime that his mother doles out so he will have money for the collection. Teachers can not exercise complete control over this factor in giving, but they can help to get co-operation of both parents and teachers in achieving this ideal.

Not long ago two statements came to our attention that give encouragement to those who are trying to train the Sunday school in the Christian stewardship of money.

The one is from North Dakota: "In our school each class has a savings bank which is passed around each Sunday. Each pupil has the opportunity of making two contributions, one to his own school and one to the savings bank, which is for missions. Did we have enough money to run our school last year?

After all the expenses had been paid the current treasury was able to give over $200 to charities and when the mission banks were opened they were found to contain more than $300 for missions; in all, there was almost $600 for benevolences in one year from the Sunday school. . . . The greatest blessings accrue to those who are growing up with the idea and habit of consistent giving."

And here is one from Chicago: "The second Sunday of each month is designated as Missionary Sunday. The offering is given to some worthy cause — home or foreign missions, local charities, institutions of mercy, etc. Last year $488.38 was given in this manner, besides $704.21 collected for Lutheran World Action and $330.24 for the Crimson Heart Appeal (for children's homes and homes for the aged). This makes a total of $1,522.83, and our current expenses were just a few dollars less than that. It isn't too many years ago that the church school did not take in enough to cover current expenses, but since we have been thinking of others first we have received more than enough for ourselves."

"Would I Do It Again?"

We surely would do it again, and we are hoping *to* do it again very soon. Why? Certainly not for adventure. We had enough excitement on our way home dodging submarines to last us the rest of our lives. Certainly not for curiosity. We have been there once now, have seen the place and know very well what we face. Certainly not for health nor personal pleasure. Our health suffered in India and nobody could ever say by the greatest stretch of imagination that Yeotmal was a pleasure resort.

Why, then? Only because we feel it is the will of God for our lives at this time. We feel it a great privilege, of which we are most unworthy, to have some share in the building up of the Church of Christ in India. The doors may not be open indefinitely, so while they are open we feel we must enter and work while we can. We feel that the greatest contribution we can make is toward the training of an Indian ministry which will be able to carry on the work of Christ's kingdom in the future. The Church in India is founded on the solid rock Christ Jesus, and it is there to stay. Did He not promise, "I will build my church; and the gates of hell shall not prevail against it"?

FRANK and BETTY KLINE, in *The Missionary Tidings.*

"I Have Been Thinking"

By F. A. UDDEN

SOMEONE has said that the Church is full of willing people—some who are willing to work and others who are willing to let them. Someone has also said that: "Five per cent of the people think, ten per cent think they think, and the rest would rather die than think." Working and thinking are two essential duties of every Sunday school superintendent and teacher. Not a one in Sunday school work is excused from the responsibility involved in these two duties.

Two Boy Scouts were sitting quietly by a camp fire which was slowly losing its brilliance in the few remaining embers. They were looking into the skies of early night when the one said: "I wonder what God is doing now?"

"Oh, He's working," came the reply from the other lad.

"No, no," stated the first lad. 'He created the earth and so He has finished working."

"Yes, but think of all the things that are growing. God is still working on all that, even during the night."

The conversation continued and the boys agreed that God's work was going on three hundred sixty-five days and nights of every year; that sunlight, rain, warm and cold weather, and the night's apparent lull, were all essential for growth and activity.

In Psalm 19 we read: "The heavens declare the glory of God." The stars rejoice to give light upon the pathways of men. The great space among the planets expresses the vastness of God's plan and creation and the boundless example of activity and of work well done. Time was an element reckoned with in the process but there was mass production, integration and perfection which yielded a universal mechanism and an abode of mystery. Yet it is also simple. There was no slowing-up process by union regulations. All work was accomplished in order, with accuracy, with abundance of material in evidence and without any cessation by strikes. Creation became a masterpiece for man to use and develop with tools of mystery and tools of simplicity at

man's disposal. God has given these tools to guide us, in all growth, both in the material and spiritual. What a grand reward He offers to those who think and work and train themselves and others for eternity!

Sunday school superintendents and teachers! How much thought and work are you putting into the organization, supervision, administration and instruction of your school or class? Are you one of those who would rather think of your Sunday school three hundred sixty-five days of the year than of anything else? Are you concerned about a better organization, better methods of teaching, and developing a more reverent atmosphere in your school? Are you vitally concerned about the unsaved child, especially the one who is not enrolled in any Sunday school?

Teachers, have you caught the vision of daily practice in thinking and planning and working on your lesson material? Is it organized so that pupils become interested and captivated by your zeal, your preparedness and your Christian knowledge?

The noted singer Marian Anderson was approached after one of her concerts by a teen-age girl who said: "I would give anything in the world if I could sing like that!" The singer replied: "Would you give eight hours of practice a day?"

Too many shrink away from duty when faced with the sacrifice and constant practice that Christian living demands. Deny yourself daily; take up your cross daily; follow Christ daily. Christian character is within reach of all—but it means daily practice. Christian living is essential for a Christian, be he a leader or some other person, but it means daily practice. It means working at it three hundred sixty-five days of the year. It means following Christ every day and night prayerfully, thoughtfully and *actively*.

It has been said that teachers should know ten times as much as they expect to teach, and that lesson materials are valued at ten per cent while the teachers are worth ninety per cent. If a Sunday school hour is an hour of actual teaching, then it would seem logical that a teacher should spend a *minimum* of ten hours on preparation weekly. Your Christian qualities are valued at ninety per cent. The rest of the week (one hundred fifty-eight hours) should then be devoted to Christian living in order to build up your qual-

ity. Your Christian living, your effectiveness will then stand out in the light of the day and the darkness of the world.

"Stir up what you have" remarked a waitress to a customer at a restaurant when he asked for more sugar for his coffee during the rationing period. Use the one talent you have, stir it up, be constantly alert by thinking and working. Come early to your class. Be there to greet your pupils with a radiant Christian "Good Morning." Have your class room in order. Give attention to immediate activity by offering the early comer something to do. Be present with the class members at the worship services and the Church services. Remember, you are worth ninety per cent in the rating of example and Christian living. Be thoroughly sincere in thought and in action. The reward is God's reward.

Enrichment Helps for the Primary Department

By ELLA M. OSTEN

PAGES 35–39 of the Teacher's Guide should be studied carefully before you prepare your lessons in Unit B.

You may also want to glance at the calendar. You will notice that March 28, the last Sunday of the quarter, is Easter. But there is no Easter lesson in this unit. There is a reason. According to the original production plan the Easter lesson is always a part of the Third Quarter because Easter occurs more frequently in April than in March. The material for the Third Quarter will be mailed in ample time so you can use Lesson 1 on Easter Sunday.

But you must plan to omit one lesson from Unit B. Then Lesson 13 will be taught on Palm Sunday and the Easter lesson from Primary I, Third Quarter, will be taught on Easter. You must decide which lesson from Unit B you will teach on April 4, the first Sunday of the Third Quarter. Lesson 9, "What Jesus Did for Jairus' Daughter," is a good lesson for the post-Easter season.

From the Teacher's Guide you see that the six lessons contain six stories of Jesus' earthly ministry in which children play a prominent part. The lessons offer a wealth of material for teaching and discussion. If you need more background material for telling the stories your pastor can provide helps for you from his own library.

For Lesson 8 the explanation of the picture as contained in "Christ and the Fine Arts" by Maus, is very good.

To help you in teaching these lessons a number of visual aids are available. Church-Craft slide sets may be had for Lessons 8, 9 and 12. Each set consists of a number of 2x2 colored slides and a manual. These slides may be shown as the story is being told, or the story may be told first and then the slides shown, so as to allow the children to retell the story as they see the pictures on the screen. Church-Craft has planned to produce a considerable number of sets of these slides to cover New Testament stories. For the latest information write to your publishing house.

Two sound movies are available for two of the lessons of this unit, namely, "Jairus' Daughter" and "A Certain Nobleman." Children of the Primary department as well as other members of the Sunday school will enjoy these films.

The same company (Cathedral Films) has also begun producing filmstrips of the movies. These filmstrips are made of pictures taken from scenes of the movies and have a brief script beneath the picture which the leader or the children may read as the pictures are shown. Such filmstrips are available for Lessons 9 and 10; if you do not have the facilities for movie projection, then consider using these filmstrips. Various scenes may be discussed as the lesson is taught, and the children enjoy this discussion of how this story may have taken place. Then, too, there is the application of the story. Children enjoy discussing such questions as "Would I have acted that way?" or "What would I do?"

Finally, a fourth visual aid for these lessons is the set of flannelgraph figures entitled "Beautiful Saviour" and available at your publishing house. This set consists of sheets of outline figures printed on a special paper which does not need flannel backing. These figures are the same as those appearing in the slide sets and the Cathedral films. The teacher's set has large figures

which should be used on a large flannel board, preferably three by four feet. A sheet of directions for coloring the figures, also what figures to use for the various stories of the life of Jesus, is included. A set of smaller outline figures is available for the pupils if this is desired. Any story of this unit can be illustrated with figures from this set.

In addition to all these aids there are also the pictures from the large Bible charts which illustrate these stories. Then there are the pictures one can clip from magazines to use for the application of the various stories. Pictures of children helping, world friendship pictures, world friendship maps, all will help to enrich your sessions. The children can make illustrated charts of the memory verses they have learned and the songs that have been taught. Certainly this unit offers us as Sunday school teachers every opportunity to provide our pupils with a beautiful and happy experience learning more of their Saviour and helping them to want to serve Him by serving others. May the wealth of material available stimulate us as teachers to do our very best and put forth every effort, as we, too, serve Him by serving His little ones.

Some Helps for Teachers in the Junior Department

By JULIA V. GABRIELSON

NEARLY all children look forward eagerly to receiving a new book, scanning its pages for beautiful illustrations, and getting a general idea of what is in the book before reading it page by page.

Sunday school teachers, before beginning to teach a new course, do well to take time to read through the Teacher's Guide and Pupil's Study Book at least two weeks in advance. In doing so the teacher will have the advantage of an overview of what is to be accomplished during the quarter, and will see how each lesson fits into the theme as a whole. She will have time to make note of any adjustments necessary to fit local

conditions, and to look up and secure materials needed to carry out her plans.

Adjustments

No two Sunday school set-ups are identical, although they may be very similar. One who writes lesson material must prepare enough to keep a class busy which has the longest class session and which has the ability to accomplish the most in a given amount of time. For these reasons teachers in schools where the class periods are shorter or teachers who have children who work slowly must make adjustments in the lesson material and omit, e.g., the stories on pages 9–10 and 22–23. These can be read at home. As this material is used by children in grades 4, 5, and 6, naturally a sixth grade group should be able to do more than a fourth grade group.

In schools where the Junior Department meets by itself, it is not difficult to carry out the worship program as suggested. Where this is not the case, other plans must be worked out which take the entire group into consideration.

It has been the writer's observation in many church schools that the pre-session time could be used to better advantage. Many children are there early, but few teachers. Those minutes could well be used in checking on home work, in reviewing memory selections, in quiet conversation with one or more of the pupils, thus learning to know them better, or in helping some child with some difficulty. It would also result in better discipline in some classes. A sincere effort should be made to improve in punctuality if this is a weak spot in your school.

General Suggestions Regarding the Lesson Material

1. *Teacher's References:* "He who dares to teach must never cease to learn." This learning must be spiritual in the first place. Only in the measure that we are learning and growing Christians can we be of real use in the kingdom of God.

Then, too, the teacher should seek to increase her store of knowledge in other fields related to teaching in the Sunday school. A bibliography is found on page 64 in the Teacher's Guide. In addition we would recommend:

Miller, Madeline S., and Miller, J. Lane, *Encyclopedia of Bible Life.*

Davis, John D., *The Westminster Dictionary of the Bible.*

2. *Visual Aids:* In this quarter

"The Life of Christ" is the topic for study. If your church has facilities for showing movies, several fine films are available which correlate very well with this lesson material. We would not recommend the showing of all those listed unless it could be done at some other time than during the regular class period.

The following Cathedral Films (16 mm. sound) are suggested:

Lesson	Film	Running Time
1.	*A Voice in the Wilderness	2 reels—20 min. each
2.	The Calling of Matthew	28 min.
3.	The Blind Beggar of Jerusalem	30 min.
5.	Man of Faith	22 min.
7.	The Rich Young Ruler	27 min.
12, 13.	Journey into Faith	24 min.

* There is some objection to a part of this film because of the prominence given to Salome's dance.

A number of film strips are available for purchase. There are about 35 frames in each and the latest price quotation at hand is $2.50. These would be of help.

Lesson	Title
2.	The Calling of Matthew
5.	Man of Faith
7.	The Rich Young Ruler
12.	The Road to Emmaus

Then there are 2x2 colored slides of Bible stories which can be purchased, but they are more expensive than the film strips. Your pastor or superintendent should have information where these materials can most easily be obtained, or write to your church publishing house for information.

3. *The Child's Book of Stories.* On page 10 in the Study Book the author suggests that the children prepare a book of stories of Jesus at home. We would suggest that they write one story each week, selecting one from the lesson material for that week. It may be possible to secure illustrations for some of the stories from old lesson leaflets from the Beginner's or Primary Departments. These stories should be checked for accuracy in spelling, punctuation, sentence structure, and content in general. Do not start this project unless you will see it through to completion. Children need to learn to

finish work they have begun.

4. *Memory Work.* Before assigning any memory work in the Catechism (Lesson 8–11) ascertain which version they will be using during their confirmation instruction and use that. This will save them much confusion.

Specific Lesson Helps

Since this material is used by grades 4, 5, and 6, fourth grade teachers especially may find it necessary to help with the pronunciation and meaning of a number of words and also to explain certain expressions, for example, "reproved him sternly," page 49. The children should be able to get some of these meanings from the context, but in other cases the teacher must tell them. By hearing each child read aloud, an alert teacher can readily learn if any in the class have difficulties in word recognition or other handicaps. During the preparation of each lesson the teacher can anticipate such difficulties and be prepared to give the needed help. Below are listed some of the words which may need explanation.

Lesson 1. Help the children with the spelling of the words they need in the review lesson on page 6 by writing these and a few other names of cities and persons on a blackboard or paper from which they may make their selection. Difficult words or expressions which may need explanation are:

p. 6. leather girdle about his waist; locusts

p. 8. confers; everlasting salvation

p. 9. violence; heart yearnings

Lesson 2. New words:

p. 11. assistants

p. 14. selected; conquer evil

Lesson 3. New words:

p. 20. authority; lepers; leprosy

p. 21. maniac

p. 23. plague; institution

Lesson 4. Explain "leaven," p. 25. Children whose mothers do not bake bread need help on that.

On p. 28, topic 5, suggest that, instead of part of the Bible verse, they write the name of the kind of ground under each picture, because of the lack of space.

In Lessons 4–6, the Beatitudes are to be memorized. Before doing so discuss them with the class and show how each one leads to the next. This will help them memorize the Beatitudes in order. The poor in spirit (v. 3) mourn (v. 4) over their sins. Such people become meek (v. 5), and they hunger and thirst after righteousness (v. 6). Conscious of their own failures they are merciful (v. 7) and seek to put the best construction on the words and actions of others (v. 8). People with these characteristics are peace-loving and seek to help to make peace (v. 9). But because of these very qualities these people are the objects of persecution from the world (vv. 10–12).

Turn to page 27

The Junior and the Life of Christ

By EDNA L. E. PETERSON

THE SECOND QUARTER

Unit A

The Work Jesus Loved to Do

How are we to approach the first lesson of the second quarter of the Junior department that deals with the Life of Christ?

We might make the approach by asking what do we already know about Jesus. These are some of the facts that a fifth grade class was found to know when taking up the study of this quarter:

1. He walked upon the sea.
2. He healed the sick.
3. He fed the people.
4. He went to the Temple at the age of twelve.
5. The incident of the Robber on the Cross.

It is interesting to note that all the incidents mentioned are very concrete. This gives us a clue as to procedure. Juniors are very practical. The abstract is unimportant as yet. A home assignment for the first lesson might well be to find the Bible references for the things listed as known facts about Jesus. They won't all do it, but by making individual assignment the per cent of compliance will be greater.

Due to lack of time it may be best not to attempt to write in the blanks in class. So after going over them orally by looking up Scripture passages, encourage the pupils to take their books home and write in the words and phrases. Some do forget their books by the next Sunday. When this happens suggest that another junior remind the "Chronic forgetter" with a telephone call. Juniors like weekday activities. It is we teachers who do not have the time. The following Sunday quickly run through the blanks. In this way eventually every one will get his blanks taken care of adequately. Recall is also important in fixing learnings. It also tends to tie the lessons together, especially those of a unit.

As a time-saver, you as the teacher can give many facts more quickly than the pupils can read them. Oral reading takes much more time than silent reading. A few pointed questions will take them through the reading. But let me sound a warning note lest we

as teachers talk too much and too long. Lecturing as a method has very little place in teaching juniors.

The idea suggested for making a scrapbook for a shut-in appeals to juniors. However, long written stories are not to their liking. Besides, if the book is to be for a shut-in, I believe clippings are better than lengthy hand-written material. This activity can be carried on over the entire quarter. A spatter paint cover makes a nice project. The stained-glass window idea worked out with tracing paper, linseed oil and oil paints holds much interest for juniors. Much of this will have to be done aside from the Sunday-school hour, perhaps a presession period. Much depends upon local conditions.

Memory work can be fun, but we must think up a variety of procedures. Never nag and scold about it. Repetition is essential, but drill without interest is wasted motion. So dig in and think up new ways to approach the memory period. How many of you know the "Perpetual Word of Life Promise Box Devotions"? This idea can be used to create interest in memory work. Type or write memory work on small cards and place in the box. Each child draws a card and for devotions reads the message on the card. After doing this for a while simply write the reference on the card, and the child then gives the verse from memory. The same can be done with the Catechism, using the question instead of the number of chapter and verse. I am sure you can think of many ways to vary this procedure. Another procedure for memory work drill might be to place the Bible reference or Catechism question on one side of a card and the verse or answer on the other side. Have the children work in pairs, using the cards as flash cards similar to arithmetic drills and word drills at school.

Another motivation for getting results in the memory work is to set a goal of certain amount and then ask permission from the Junior principal or whoever is in charge of the Junior worship period to have your group give the Scripture lesson from memory, or better yet, plan the worship period around the memorized Scripture or Catechism, permitting the pupils to have complete charge under your guidance. A suitable division could be to use the first three lessons of the second quarter of Junior I with the theme, "The Work Jesus Loved to Do." The

memory work of Lessons 4, 5 and 6 with Beatitudes might be another division for worship material. The Beatitudes also lend themselves beautifully to choral reading. Half of the group can give the first part of each Beatitude and the other half can respond with the second part. Devices like these help to create interest in memorizing.

If your Sunday school has some of the old picture charts stored away, you may find that some of them are of value in this unit. A series of pictures of Jesus healing the sick can be used to create interest in looking up the Scripture passages in Lesson 3.

In Lesson 3 "Something to Do at Home" gives a wonderful opportunity to tie up Jesus' Way of Life with our present day. Dr. Fogelstrom's letter written August 3, 1889, as it is printed in "The Deaconess Banner" for October 1947, is a wonderful example of just this. Use your missionary magazine to help make this section really alive to your juniors. Some project that they can take part in can be introduced here, such as giving money to an institution of Christian service.

"The Story of Jesus" in Lessons 4 and 5 makes excellent assignment for retelling. You may need to use one Sunday for looking up references in the Bible and help them to clear up meanings. Then call for retelling the next Sunday. The film "Soul of Mercy" fits in nicely with this unit.

Unit B

What People Thought about Jesus

This unit offers ample opportunity for practical interpretation of Jesus' Way of Life.

In Lesson 5, "The Story of Jesus" lends itself to individual assignments. Let pupils ask questions at the end of the story. They like to be the teacher.

If you have access to the Revised Standard Version of the New Testament, let the children use it for retelling.

Lesson 6 has good material for copying for the scrapbook, namely, the various symbols. If you have stained-glass windows or any symbols in your church, ask your pastor to explain them to your group. Or visit a church where there are some such symbols.

Again in Lesson 6, under "The Story of Jesus," make assignment for retelling. This deals with more familiar material and so can be easily handled.

Lesson 7 still deals with "What

People Thought about Jesus."

This lesson gives an excellent opportunity to tie up the present day with Jesus' Way of Life. Make a list of excuses people give for not serving His kingdom. Compare these with the excuses that are found in the lesson. Interpret not willing to serve in His kingdom as meaning not only failing to come to Sunday school or church or singing in the junior choir or attending Junior Mission Society, etc., but also refusing to do what God asks us to do at home or at play. Serving God in His kingdom also means the giving of money as well as time and talents.

The Church Must Teach

The explosion of Hiroshima, August 6, 1945, was the expression of the final exhaustion of the long patience of the moral universe with the age-old immorality of man, when it cried out to him: "Change or die!"

The atom bomb is saying to America: "You can not hold me in your hands and go on living in your old sins; you try that on me and I will explode in your hands."

There is a curious state of mind among Christians today. During the war we kept saying that it would be harder to win the peace than the war; and the strange thing is that this is true.

We find we did not win the war; we won only a reprieve—one more chance. We defeated Hitler, but it is harder now fighting Hitler's ghost and Hitlerism.

The only remedy is to do away with the injustices and evils produced by Hitler. If we do not correct these wrongs we will have to deal with something even more sinister than Hitler.

That is the reason the church *must teach*. We can not shoot "isms": we must teach out of our hearts.

We must teach by our example, by sacrifice, by giving. We must teach in the home, teach faithfully in the Sunday school and reach outside the Sunday school to teach some of the 27 million children and young people now receiving no religious education in the nation. We must teach sincerely, and we must teach NOW.

PAUL CALVIN PAYNE.

Seeing, Thinking, and Deciding

By W. G. MONTGOMERY

THESE are the three main purposes in presenting the lesson. While there is probably no one perfect way or technique for conducting a class session, I do believe that the teacher who can lead the student to see, then think, and finally decide, has come as close to the perfect method as is humanly possible.

Suppose we notice separately each one of these three factors found in the well presented lesson. It is claimed that eighty per cent of all knowledge comes to us through the eyes, but I am thinking here of "seeing" with the mind, of understanding. And I believe that the one best device for doing this is the illustration.

To be sure, an illustration should be the right kind and wisely used. Illustrations will have the same relation to your teaching as windows to a house. Now, windows have two purposes. They let the light in, and enable you to see out.

Like a window, the illustration should be clear. This means that it will be selected to fit the lesson at hand. There is no point in telling a story, however good, if it has no bearing upon the lesson.

The illustration, like a window, should also be *clean*. You can not see well through dirty windows, and what you see may be so distorted as to be taken for something else. Likewise, unless the story is morally clean, as well as throwing the proper light on the lesson, it should never be used.

Caution also should be observed in the use of illustrations as to the number. There should be enough, but not too many for each recitation. No house should be all windows, but each room ought to have enough to let plenty light in. So, each lesson ought to have a few illustrations. They will be remembered after all else is forgotten. Teaching without any illustrations would be like living in a house without windows.

Someone may ask, "But where are we to find stories with which to illustrate the lesson?" The answer is, "Everywhere." One rich source is that of human experiences. Such illustrations, however, should not be used too often. And beware of using stories about your-

self. Unusual happenings about yourself may be used now and then of they illustrate the lesson, but it is better to draw them from other lives. The wise teacher keeps his own life out of the lesson as much as possible.

The Bible is a rich source for illustrations. Stories from it are always acceptable, and the Bible reader ought to be able to find a story for almost every lesson. Biography and history are teeming with illustrations.

Nature, too, is a fitting field for illustrations. This is the source Jesus used most. Newspapers, magazines and books are all loaded with illustrations which may throw light upon the lesson to be taught. Since so many illustrations are jumping at us from everywhere, one will need to be careful in his selections. Better use too few than too many, and none is better than those which do not throw additional light upon the lesson and add to the moral strength of the student.

Each illustration should be brief, fresh and to the point. Long, drawn-out stories become tiresome to a class. But by noting down striking incidents in our reading, and by carefully observing the people we meet, as well as keeping our eyes open to the wonders of the world and the everyday life all about us, we can always have a stock of stories or illustrations for the lesson which will help students to "see" through the lesson like one does through a clear, clean window pane.

Thinking is the next factor in this threefold purpose of teaching, and unless the teacher can get his class to think, he won't accomplish much. Probably in many classes the teacher does most of the thinking, or what is still worse, thinks for the class. Too much that passes for teaching today is just telling; and telling is not teaching because it is passive. It does not arouse the student's mind, does not make him think.

Until the student begins to think on his own, he will be unable to make wise decisions, which is the ultimate aim of all good teaching.

It is just here the lecture method breaks down. I doubt if the lecture method should be used nearly as much as it is. For a teacher to do all the talking is a mistake, regardless of how much he knows. A good rule for any teacher is never to talk except when no one else will, or for the purpose of explaining some diffi-

ult situation or getting the class tarted. His big business here is to et his class to thinking. The "gift of gab" is a dangerous talent to ossess.

The teacher who likes to talk nd can do so easily is sorely empted to do all of it, and while tudents may like this because it elieves them of study, it may not lo them much good. Real teaching s a two-way street, involving hinking, back and forth between eacher and class.

Some of our best teachers are ot good talkers, and the fluent peaker may be a failure as a eacher. Be thankful if you are a good speaker. This is something anyone can be proud of. But talking is a bad thing, however beautifully done, if it takes the place of teaching. Good teaching is more than talking. It is thinking, and thinking leads to the last step, that of *deciding*.

Do your students decide to live higher, nobler and useful lives because of your teaching? Do they go from the session with strengthened convictions and high purposes? Then you ought to be happy at the great work you are doing. By stimulating the minds of your pupils you are leading them to make their own decisions, and when they do this all on their own, they are putting on a permanent value.

Such decisions will be positive, constructive and Christian in most cases because the teacher has held up and emphasized the good, rather than that of making war on the evil. A basic principle of teaching is that of calling attention to the good and useful, rather than advertising the evil by constantly talking about it. As one youthful bandit arrested for a holdup remarked: "I've heard so much talk about the sins of young people that I decided to try something for myself." Many sins are committed because the attention is called to them and for no other reason. By leading the class to see, then holding up the high way, they will usually choose the good instead of the bad, and that, in my opinion, is great teaching: seeing, thinking, and deciding.

To speak wisely may not always be easy;
But not to speak ill requires only silence.

Teachers in the Home

By M. LOUISE C. HASTINGS

IF we mothers should make a list of the many "teachers in our homes," I wonder which would be the most valuable as character builders for the different members of the family? Would we choose books, pictures, music and the religious influences that each home should accentuate? Or would we select the little things . . . the off-hand remarks, the daily table talks? Or would our bedtime talks and prayers take first choice?

Influences are at work all the time in every home, good influences, uplifting influences, and influences we wish to eradicate. Each member of the home circle has his own personality, and this is experienced by one and all in different ways. Lessons are learned from very small things. Invisible teachers are everywhere, for every contact with every thing and every person leaves a mark of some sort.

Blessed are the boys and girls who belong to a Christian home where the parents work together to bring the best of everything within their power into the lives of their children!

In the book "The Immortal Life" by Jessie Fremont is this paragraph:

"She educated her children by exposing them to all kinds of people, philosophies, books and the various arts, but she did not take advantage of her position by forcing them into fields for which they had neither interest nor liking. She said in effect: 'Here is the world; take from it what you will. My job is to open doors for you, not to push you into cold dark rooms. Later you will decide for yourself which of the ideas and arts you wish to discard, and which you want for your lifetime friends.'"

This is certainly a sane attitude. I have known parents who forced their children to follow the careers of their (the parents') choosing, regardless of what the sons and daughters wished to do, or were fitted to do. There is no question but that we do our best work if we choose occupations that really interest us. It is hard to keep "hands off," it is true, but why should we parents think that we are infallible in our decisions and opinions?

Ours is the privilege, and a

essed one, to make the teachers
the home of the highest quality
hile our boys and girls are in the
mpressionable age, and also while
eir interests do not take them
o far and too often away from
e home. If we do the best we
now, with the light we have and
e advantages we are able to give
em, who can do more? And
ter, when our children are
rown, let us keep sane and quiet
nd watch the outcome of our ef-
rts, trusting that they will have
een so enduring and so well re-
embered that a wholesome, well-
ounded, sturdy Christian charac-
er will be the result.

Not long ago I was sitting in
ur car in front of a house when I
aw a mother with her four-year-
ld boy come from the back yard
nd start walking up the street.
he go-cart was evidently to be
sed in carrying groceries on the
eturn trip. The mother had a pic-
ure book of stories which she held
ow down against the go-cart so
e child could see the pictures, and
e read to him as they walked
long. It was a delightful picture.
low many ways there are of in-
roducing the fine things of life to
ur children! One mother I know
astened beautiful pictures on the
all beside the child's bed, so that
morning and evening he will have
something lovely to look at by him-
self.

In several homes I visit the par-
ents have bought children's records
for the victrola, to introduce them
to good music. The latest record
for a little three-year-old is the
"Flight of the Bumblebee" with
picture interpretation. In many of
our largest cities there are open
air concerts in the summer time,
exclusively for children and their
parents. It is a delight to see the
crowds of children thus learning
to appreciate good music.

Perhaps we do not realize, when
we bring home a dog or a cat or a
rabbit, that we are providing home
lessons of great value for our boys
and girls. The caring of pets is a
great education and the lessons
they learn from them are import-
ant. Many a family has a child
who is forever bringing home a
stray cat, to feed it and give it
tender care. How often do moth-
ers exclaim, "If you bring another
cat home to this house, I don't
know what I'll do to you!" We do
not stop to think of the teacher
that little cat may prove to be.
Responsibility, kindness, thought-
fulness, love for all creatures are a
few of the worthy lessons resulting
from love for forlorn animals.

Nor do we think, when we paint the kitchen and put up new and colorful curtains and buy new pots and pans with pretty colored handles, that these are teachers of order, cleanliness and beauty. A vase of flowers on the breakfast table that father and son made together has its own influence. And what a teacher the workshop in the basement or attic is! The workshop where father and son work together learning lessons of security and self control, growing close to each other so that in later years the bond will be a blessed thing in the memories of each one.

One of the most important teachers in the home is sickness. Sickness teaches patience, resignation, acceptance of what can not be helped without friction, taking things in one's stride, playing the game gracefully. Sickness teaches Letters" haw he ran away on Satthe thrashings his father gave him how to use one's mind when the body is not up to par. Sickness often brings us close to the deep things of life. It brings us nearer the eternal things, nearer to God. We feel the need of God when trouble and sickness overpower us.

Age is another teacher in the home. How blessed it is to have a grandmother or grandfather as one of the home circle! Opportunity for lessons of kindliness, helpfulness, gentleness are constant. It is a beautiful service when children hasten to help in different ways as they see the needs of aging loved ones, doing it naturally and from a deep love, rather than being told to do so.

Another teacher, which it is hoped every home recognizes as valuable, is "the doing-for-others attitude." It is far reaching in its possibilities and worth. Making others happy makes one's self happy. Not only during the Christmas season, but all through the year we parents should plan ways and means of thinking of others outside our own family circle. Mary saves her pennies and carries some oranges to a little friend who is ill. John fills a tin window box with earth and fastens it where his chum can see it from his window. Then he comes every day and scatters wild bird seed on the earth. What fun the sick boy has watching the winter birds eating! He may get a real interest in bird life because of the thoughtfulness of his friend.

Hobbies are great teachers. Never should we discourage a hobby and happy is the family where each one is interested in the oth-

r's interests. John Muir, one of ur greatest naturalists and moun- ain climbers, tells in his "Life and etters" how he ran away on Sat- rday mornings in order to enjoy is hobby, love for the great out- oors. He was willing to take all he thrashings his father gave him —and they were many—in order o study nature. He became a bot- nist, a geologist, a lover of trees. A glacier and a national monument vas named for him.

Memorizing is also an important teacher. Memorize the great hymns of our faith, the great passages of the Bible, the great poems of literature. All good influences tend to lead us to God. Let us not worry about the future. Let us do our best to provide the teachers that will develop the lives of our boys and girls along the paths of Christian thought and action. As Browning wrote:

"Hush, I pray you!
What if this friend happens to be God?"

Activities in the Field of Christian Education

By I. O. NOTHSTEIN

A Busy Servant. Mr. Cyrus Jacob Shuster of Salem Lutheran Church (U. L. C), of Delmont, Pa., who died recently at the age of ninety-one years, attended every communion service in his church during the seventy-one years between 1873 and 1944. In the winter of 1944 he was hospitalized, but he continued to commune privately until he was able to return to church.

His record of activities also included church leadership. He was congregational secretary 1900–1947; financial secretary, 1900–1947; trustee of the council, 1902–1929; and superintendent of the Sunday school, 1893–1945.

* * *

Report on Experiment. Desiring to give his members an opportunity to attend a study evening once a month during the fall and winter months, the Rev. E. H. Meinzen of the First Immanuel Lutheran Church (Missouri Synod), Chicago, Ill., planned and carried out

such an educational program, and now after its first year of trial he reports the results in the *American Lutheran.* Among the aims of the pastor were the following: "To stimulate interest in spiritual things, and specifically in our Lutheran Church; to arouse members from the stupor into which so many have fallen; to persuade them that the church and its task are *their* concern; that Bible study and church work are satisfying and practical things, not the closed preserve of the clergy; to quicken the conscience and to fortify whatever Lutheran consciousness exists; to win the laity to more active and generous participation; to generate the feeling of spiritual kinship which is so noticeably absent in many peripheral members; and to give members and guests a chance to meet each other and become friends across the coffee table." To achieve these ends there was much careful planning, hard work in preparing the study programs, and the co-operation of various organizations of the church in providing the refreshments. The topics were illustrated with moving pictures and plenty of time was allowed for general discussions.

The report states that the average attendance (in a congregation of less than 400 communicants) was about eighty. The pastor feels that the effort was well worth while, and that "a surprising number of our people do covet opportunities of supplementing their knowledge and building their faith. Because it was the Word of God that underlay everything, I have the confidence that something of enduring good was achieved. We called them *faith and fellowship* programs, and I am sure that both faith and fellowship were stimulated and strengthened."

* * *

Medal to Superintendent. The Pennsylvania Council of Religious Education recently awarded a medal to Mr. Charles Simpson, who has begun his fifty-first year as superintendent of St. Paul's Lutheran Sunday School (U. L. C.), Port Carbon, Pa. The congregation also honored Mr. Simpson at a special service.

* * *

"Parents Unfair." Members of Irving Park congregation in Chicago (Aug. Synod), witnessed something new when they came to services on a Sunday morning some time ago. They found that their church was being "picketed." Some thirty placards were being carried up and down the street in

ront of the church, with sentiments lustering about the topic: "Our arents are unfair, to send and not o go!" It was thus that the school vas calling attention to Rally Day, nd the children were challenging heir parents and all the other olks who belong to Irving Park Church to come to Sunday school s well as to church. The plan vas proposed and carried out by Mr. Einar C. Carlson, general uperintendent, and Mr. George A. Larson, superintendent of the Intermediate Department.

The Chicago papers took pictures and featured the event, and it was reported in city papers in many sections of the country. The school officials report that they are much gratified over the interest the demonstration aroused and the stimulus it has given to the Sunday school.

* * *

Making Missions Real to Children. The Gustavus Adolphus Sunday School in St. Paul, Minn. (Aug. Synod), set out some time ago to gather money for a light plant with generator for one of the Synod's mission hospitals in Africa. The children took this matter very seriously, saving money for the outfit, and prayed much about it. One of the mothers in the congregation heard her little girl praying every night: "Dear Jesus, send the light to Africa."

* * *

Church School for Handicapped Children. In every large city there are a considerable number of handicapped children, such as spastics, the aural deaf, infantile paralysis cases and others, who are unable to attend regular Sunday schools because their presence would distract the attention of the normal children and because the schools are not equipped to take care of such cases.

The *Parish School* tells the story of how one community has done something for such children. Acting on an appeal from the mother of a spastic child, the Oakland, Calif., Council of Churches studied the matter with the result that the Men's Brotherhood of one of the churches assumed the responsibility of preparing their church to meet the needs of the children, by building a ramp and runways for the wheel chairs, sanding the polished basement floor to prevent slipping of unsteady feet, etc. The mothers of the children cooperated in beautifying the room with drapes, altar cloths, and in providing transportation. Officers and teachers are persons who know

something about the needs of the handicapped, and who are willing to give each child the individual care and help it needs.

"On Sunday the children arrive in cars driven by the parents, who are welcomed into adult classes. Members of the Brotherhood meet the children, help them out of the cars, and carry or wheel them into the assembly room for their worship service. Later the men assist them to their graded classrooms, and at the close of the period help the children back to the cars. The aural deaf children also help the chair-bound spastic group to and from their classrooms. The spastic children eagerly look forward to the fellowship which takes place at this time. The aural deaf feel thankful that they are able to walk, and use their hands; the spastics are thankful they can hear."

* * *

Lutheran Education is the new name assumed by the former *Lutheran School Journal* of the Missouri Synod, as it begins its eighty-third volume. It also appears in a new format and with improved typography. Its former field, the interests of the parish school and the Sunday school, has been widened to include higher education.

Parochial Schools in California. Since 1945 Lutheran churches of the National Lutheran Council in California have begun eight Christian day schools with a total of sixteen teachers. In addition, there are a number of schools maintained by some of the Missouri Synod Lutheran congregations.

* * *

Government Official and Sunday School Teacher. The Washington (D. C.) *Star* recently carried a feature article paying tribute to Mr. George H. Emch, a member of Grace Lutheran Church (A. L. C.) of that city. Referring to his work in the church the feature story said: "Forty-one years of teaching Sunday school classes at Grace Lutheran Church has not dulled the enthusiasm of George H. Emch for explaining the lessons contained in the Bible. His aim is to instruct and to clarify 'the Christian way of Life as revealed in the Bible, and to lead the class members into vital and personal relationship with their divine Lord and Saviour.' . . . A native of Woodville, Ohio, Mr. Emch is senior administrative assistant in the Post Office Service Division, Post Office Department. He is a graduate of Ohio Northern University, Ada, Ohio; of the

astern Business College, Poughepsie, N. Y., and of the Georgewn University Law School."

* * *

Letters to Parents. St. John's vangelical Lutheran Sunday chool (U. L. C.), Passaic, N. J., nds a letter each year to the parnts of its pupils. These letters ontain encouragement and advice hich is pertinent to every Sunday chool worker and every parent.

* * *

Co-Teachers. The Sunday school f the Christian Church, Sigourey, Iowa, solved the problem of aving an adequate teaching staff f well-trained workers by establishing a double teaching staff of vhat it calls "co-teachers." A doule church school staff was drawn p and the candidates consulted. They were told that co-teachers vere sought rather than teachers nd assistants. These, along with o-officers, were to be elected for one-year term. In fact, they vould only be serving for a half f that time since the co-teachers vould alternate each quarter. During the "rest period" of three nonths, these teachers and officers vould attend a refresher course eld during the regular church chool hour. Furthermore, should it be necessary for a teacher to miss a Sunday, the co-teacher was always present in the building and easily reached. Here was a chance to train for three months, then try the ideas and in turn take new problems back to the training class. "It worked!" says the enthusiastic reporter. "The training class became the fountain of life for the whole church school."

Helps for Teachers in the Junior Department

From page 12

Lesson 5. Difficult words and expressions:

p. 29. sympathetic; accusations

p. 30. paralysis; blasphemies (Luke 5. 21)

p. 31. Beelzebub (Matthew 12. 27)

p. 33. woe; deceived by pretense; hypocritical

Lesson 6. New words:

p. 36. Explain what was meant by "anointing of a king"

p. 37. consolation

p. 40. multitude; ransom (Matthew 20. 28)

If time permits have the children report on where they have seen some of these symbols in their church. Maybe there are other symbols in your church. Be prepared to answer the children's questions as to the meaning of them.

Lesson 7. Difficult words and expressions

p. 42. whithersoever; poverty; incident; decision; inherit eternal life

p. 45. desertion

p. 46. neglect

Lesson 8. Because of little training they have had in map work as yet in the public schools some fourth graders may have difficulty in understanding the map on p. 51. If so, explain briefly that a map is like an airplane view of the land, that the area shown on p. 51 is approximately 160 miles long and 135 miles wide, that the large black dots show where the cities are, etc. Have them find a few places as you mention them.

New words and expressions:

p. 47. spellbound; foes

p. 48. persistently

p. 49. instruct; reproved him sternly

p. 50. tabernacles; Elijah; Jeremiah

p. 52. confession

p. 53. quick

Lesson 9. Explain that in a political sense the Passover meant to the Jews what the Fourth of July means to citizens of the United States. But by means of the Passover God sought to teach them that He wanted to free them from spiritual bondage as well as its being a feast in memory of liberation from bondage in Egypt.

New words and expressions:

p. 54. solemn

p. 55. instructing; Passover; guest chamber

p. 56. established; appointed time; service they could render

p. 59 offended

Lesson 10. If necessary give help on these:

p. 60. companionship

p. 63. hesitate; confronted; ignored; difficult situation

p. 64. anguish

Lesson. 11. Give help on the following if necessary:

p. 65. Sanhedrin; without authority to conduct a trial; assembled; condemned to die; determined; execute

p. 66. dialect

p. 67. their decision; accusations

p. 70. Arimathea; command

Lesson 12. The Jewish Sabbath began at sundown on Friday and lasted until sundown on Saturday. That explains the reason for the hurried burial of Jesus.

New words:

p. 73. resurrection

p. 74. embalming

Lesson 13. New words:

p. 81. assistants; incidents

p. 82. accomplish

Be Prepared!

From page 2

be derived; (6) Application—how the lesson is applied to everyday living.

7. *Prepare any necessary materials.* Such materials as pictures, maps, charts, slides and films, objects and *meaningful* handwork pertinent to the aims of the lesson are valuable teaching aids.

Pictures and maps can be hung on the partition curtains or screens of the class section. If the class is fortunate enough to have a sep-

ate classroom, a bulletin board ll be useful.

If the class session is to be held the church proper the teacher ust be ingenious indeed. One acher thumbtacked a string to e pew in front of the class and pped pictures and maps to the ring.

Whatever the class situation, aterial aids can and should be ed!

8. *Know each individual in the ass.* What are the special needs d interests of each pupil? What his home background? How can be helped to get the most out the lesson? In the final analysis e success of a lesson is deter-ined by the spiritual growth of ch pupil from week to week and ar to year.

9. *Know the Unit of Study.* eing "full of one's subject" gives nfidence. As soon as the quar-rly arrives study the first unit in order to know the importance of each lesson to the ones preceding and following it. For example, if the Juniors are to study Abraham as one of the patriarchs, familiarize yourself with all the lessons dealing with Abraham. This provides an over-all picture of his life, his work and his outstanding qualities. To teach a single lesson without reference to the other lessons in the unit is like trying to figure out a jig-saw puzzle by looking at just one piece of the puzzle.

10. *Get to church school early on Sunday morning,* to get all the materials ready for the class session and to greet the children as they arrive. (It's a good example to set for the pupils, too.)

Yes, adequate lesson preparation takes time and effort. But it is time well spent and effort well repaid. "Work done to the glory of God can not be half-done."

Getting Along With People

By EDITH GABRIEL

Issued by the National Kindergarten Association

"HOW many times must I tell you boys to keep away from at fence and leave those posts one?" almost shouted Mr. Simons as he walked toward a group of six boys, two of whom were in the act of climbing the fence that separated his yard from that of the Kerr family.

"We only wanted to get our

ball; it fell on your side of the fence," explained Stephen, the eldest of the three Kerr boys.

"In that case—as I've told you more than fifty times, you may come around by the gate. Isn't that fair enough? I've straightened that fence three times already, and still you climb up there and loosen those posts so much they'll hardly stand any more repair. Don't let me have to tell you again."

The boys said no more, but they walked to the other side of the yard where the fence was higher. And before long, being somewhat troubled by Mr. Simmons' complaint, they stopped playing and went to sit on the side porch.

"That Mr. Simmons is an old crab," remarked Peter Gray. "I suppose he thinks we should play out in the street and get run over."

"He needn't get so bad tempered about it," added Jerry Tompkins. "He shouted as if we were deaf."

Just then Mrs. Kerr came to the side porch. "Game over, boys?" she asked.

"No. We couldn't finish. That grouchy Mr. Simmons scolded us about his old fence," answered Stephen.

"What happened?" asked his mother.

"Oh, our ball went over into his grounds, and we were going for it, and he hollered at us," continued Stephen.

"For going into his yard? That is called 'trespassing.' Many people won't allow that," replied Mrs. Kerr.

"I know what trespassing is. He didn't say anything about that part of it," said Lloyd Travis. "He doesn't want us on his fence because we loosen the posts. He says we should go all the way around and come in by the gate."

"Well, now that is different. I can see his side of it. Can't you, boys? Lloyd has made it quite clear to me. Mr. Simmons doesn't object to your coming into his yard to get your ball; he asks only that you stay off his fence. He could refuse to grant you the privilege of coming into his yard. I think he is very reasonable, don't you? Perhaps he is giving you that privilege, Stephen, because we are neighbors—for we all know that neighbors must get along well together."

"Mother, you're right again," said Stephen. "Do you know, boys, Mother is always right. She certainly gets the *right of way* in our family!" Mrs. Kerr and the boys all laughed.

"We must keep on good terms ith our new neighbor, Mr. Simons," continued Mrs. Kerr seriisly. "He may be a very nice man. Ve can't tell how nice he is until e know him better."

"It must be quite a job to keep epairing the fence," mused Richrd Kerr. "He's only been here wo months and has had to mend three times."

"I guess it's 'up to us' to talk ith him and say we're sorry," dded Peter.

"That would be a pleasing gesure," said Mrs. Kerr, "but just o say 'We are sorry' will not do nuch good unless you prove it."

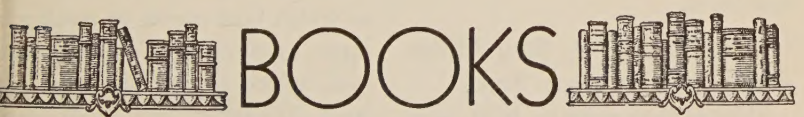
"We can tell him how much we ppreciate the privilege of getting ur ball, and that we realize the rouble we've made him," said Lloyd.

"Yes, and we'll say that hereafter we'll go around through the gateway for our ball," added Stephen.

"Fine boys! That is the thing to do," encouraged Mrs. Kerr.

Half an hour later, when Mr. Simmons saw Mrs. Kerr near the house, he stepped over to speak to her. "Mrs. Kerr," he said, "it would have made you very proud if you could have heard the conversation carried on with me a while ago. You certainly play magic with your boys—and not only yours. You reach out and line up all the boys who come in contact with yours."

"They may as well learn early how to get along with people," replied Mrs. Kerr, smiling. "Most of us are in this world a long time."



White Man, Yellow Man. By Arva C. Floyd. Abingdon-Cokesury. 207 pages. $1.75.

A study by the professor of misons at Emery University, tracing he relationships between "the two reatest blocs of humanity" from the earliest beginnings to our own day.

God's First Children. By Esther Salminen. Illustrated by Kaj and Per Beckman. Roy Publishers. 125 pages. $2.00.

The author of these Bible stories

from the Old Testment is an experienced teacher of children. She writes in simple, vivid style. The translation from the Swedish is by Eugene Gay-Tifft. There is no tampering with the Bible story. The many illustrations are rugged and original in character.

The Bible Story of Creation. By Mary Alice Jones. Pictures by Janice Holland. Rand, McNally. 40 pages. $1.25.

A reverent recasting, in beautiful and simple language for children, of the creation story in Genesis.

The Good Crop. By Elizabeth H. Emerson. Longmans, Green. 297 pages. $2.50.

An interesting story of an earnest Quaker family in eastern Illinois just at the time Lincoln was attracting attention and war was imminent.

Mary Slessor. By Basil Miller. Zondervan. 139 pages. $1.25.

The author catches, with satisfying astuteness, the courage and character of the heroine of Calabar. An inspiring missionary biography.

Song of the Earth. By Fred D. Wentzel. The Christian Education Press. 111 pages. $2.00.

Profusely illustrated with photographs of exceptional character is this book, the first in a projected trilogy of books on the rural church, written in rhythmic prose.

Where Two Ways Meet. By Grace Livingston Hill. Lippincott. 1947. 256 pages. $2.00.

This story of a soldier who returned from war to meet his severest test, deals with the reaffirmation of a man's faith.

As We Forgive. By Frank Vandenberg. Wm. B. Eerdmans. 160 pages. $1.50.

This story illustrates the truth that, though love's way is not always smooth, for Christians the difficulties adjust themselves where there is a will to follow the dictates of faith.

Through Winding Ways. By Zenobia Bird. Revell. 160 pages. $1.50.

Deals with the mysterious ways in which God moves to resolve the inner conflict of a young man's soul, which carries him over spiritual difficulties, and finally sends him to the mission field with the girl of his choice.

A New Song. By Bertha B. Moore. Eerdmans. 166 pp. $1.50

This touching problem novel is a true picture of situations resulting from the return of the veteran into civilian life.